

16 February 1973

MEMORANDUM FOR: Director of Training

SUBJECT : Survey Course Report #1-73

1. Introduction:

The first Survey of Intelligence Information Systems course under the management of the Office of Training, Central Intelligence Agency, was conducted between 15 January and 2 February 1973 at the Defense Intelligence School, Anacostia Naval Annex. The Survey Course is designed to satisfy four major objectives:

a. Objective 1:

To familiarize the student with the CAPABILITIES, LIMITATIONS, CONTENTS, and APPLICABILITY of major operational intelligence systems in the Intelligence Community;

b. Objective 2:

To introduce the student to developments in Systems Concepts in agencies other than his own. The course is therefore designed to be a vehicle for the cross-fertilization of ideas throughout the Intelligence Community;

c. Objective 3:

To improve the student's ability to communicate with systems and analytic professionals; and,

d. Objective 4:

To provide the student with a wider range of rational choices in his analysis, problem solving, and decision making tasks - through an introduction to Intelligence-oriented applications of Information Science techniques.

2. Attendance:

Of the [] applicants for this offering of the course, [] - CIA, eight (of 54) - DIA, 10 (of 16) - NSA, one (of one) - Treasury, and four (of 22) from the Armed Services - a total of 32 - were selected to attend. One selectee from DIA was withdrawn and the selectee from Treasury (Secret Service) withdrew because of Inaugural duties. Thirty students actually attended the course with ranks ranging from Naval Commander to Army First Lieutenant, from GS-14 to GS-09, and, in terms of academic achievement, from PhD to no college degree. The majority were analysts, but approximately 20 percent were serving their agencies in support roles.

3. Concept:

The Survey Course is unique in its orientation. The training vehicle is a blend of doing, seeing, and hearing -- with the underlying theme that the student's future application of ideas requires an understanding of what he has seen and heard. This degree of understanding requires the student to become involved by doing.

Twenty-five hours of skills instruction (including use of

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Each Friday's instruction culminated in a discussion and evaluation of the week and the appearance of an outstanding guest lecturer with a topic designed to stimulate creative thought.

4. Execution:

This offering of the Survey Course was hampered by the loss of one and a half days of instruction. A half-day holiday was declared on Friday, 19 January 1973, for the Presidential Inauguration. The announcement of this holiday came after the course had begun; consequently, the Friday speaker (Dr. Carl Hammer) was rescheduled for Wednesday, 31 January and 3 hours of skills training were dropped to accommodate the change. The Day of Mourning (Thursday, 25 January), declared after President Johnson's death caused us to cancel another 6 hours of skills training. This could not be rescheduled.

Although students in this class received only 16 hours of skills training instead of the 25 hours we felt necessary for proper balance, the effect was not so detrimental that overall goals could not be met. These omissions were reflected, however, in the student evaluations. Lower ratings were given to the course's success in achieving the third and fourth objectives (paragraph 1 above) and several written comments expressed disappointment over the lost time. In short, the interrelationship of the three course principles (doing, seeing, and hearing) was demonstrated by the impact of the lost time. As a result, the first two objectives were met completely and the last two objectives were met in part.

The class made field trips to DIA, FBI (Agent Operations and the National Crime Information Center), CIA, NPIC, the Pentagon (to see NIC, NMCC, NMIC, and JRC), NSA, and NOSIC.

5. Student Evaluations:

On Friday of the second week (26 January) the students were given structured forms for use in evaluating the course. These six-page forms were designed to encourage narrative responses to six major questions:

- a. How well did the course succeed in realizing the four objectives outlined for you?
- b. Was balance achieved between doing, seeing, and hearing? Are different emphases required?

- c. What did you learn in these 3 weeks?
- d. Do you have comments on any portion of the course?
- e. How did you rate this course in terms of quality and usefulness?
- f. Would you recommend the Survey Course to an associate?

The evaluations were given to the students after sufficient time had passed for them to adjust to the methods of instruction but sufficiently early to permit considered responses. Also, time was spent in class explaining the purpose of the evaluation and the importance of honest and complete responses. Written assessments conformed to a standard five-point rating scale (Outstanding, Excellent, Good, Fair, and Poor).

6. Student Evaluation Results:

Twenty-nine evaluations were returned by the students. They provided the following information:

| | <u>Outst.</u> | <u>Excel.</u> | <u>Good</u> | <u>Fair</u> | <u>Poor</u> |
|--------------------|---------------|---------------|-------------|-------------|-------------|
| a. Met Objective 1 | 13 | 15 | 1 | | |
| Met Objective 2 | 14 | 11 | 4 | | |
| Met Objective 3 | 3 | 12 | 11 | 3 | |
| Met Objective 4 | 3 | 13 | 9 | 3 | |

Those who rated course attainment of Objective 3 as Fair felt that they already had learned to communicate effectively with analysts and systems professionals before attending the course. The three who rated the attainment of Objective 4 (Learning New Techniques) as Fair, remarked that the lost days caused this failure.

- b. Six students rated the overall balance (between doing, seeing, and hearing) as Outstanding, while 20 rated it as Excellent. Two said the balance was Good, and another, complaining that there were not enough tours, rated the balance as Poor.

- c. and d. Discussed in Paragraph 7.
- e. Fifteen rated the course quality as Outstanding, 11 Excellent, two as Good, and one as Fair.
- f. All 29 students returning the evaluation forms stated they would recommend the course to an associate - in fact, the majority said that they already had done so.

The question of the course's usefulness was misinterpreted by four students as evidenced by their qualifying comments. We will reword this query in future evaluations.

7. Student Comments - Favorable:

In something like 150 handwritten pages of comments returned by the students in this particular class almost every comment was favorable. Highlights include these remarks:

"I am most appreciative of the opportunity to attend this course; I believe it to be very effective in teaching a useful body of information. . . . That information presented, although not directly applicable to my present assignment, has been interesting and exciting. The 3 weeks' absence from my agency has passed rapidly and I score no portion of the course dull or worthless."

"These have been 3 of the most profitable weeks I have ever spent in a school."

"I had no idea I would have the opportunity to hear so many outstanding men. I'm sure the National War College cannot find better men in their fields."

"Each member of the faculty was outstanding and I find it impossible to differentiate between presentations. I particularly felt the learning sequences were constructed logically, and I agree that there is no substitute for doing in order to learn."

". . . the course clarified the vague images I had of the various facilities we visited. . . . the introduction to computers . . . gave us self-confidence. . . . I have been discouraged at my Agency's total inability to get a storage and retrieval system off the ground. After seeing the duplication and inaccessibility of other systems, I feel even more discouraged. I will encounter higher grades in my division to take the course because they are the real decision makers. You have done an excellent job in organizing this course and have been very helpful and considerate."

"I do believe the course should be firmly presented to those in the highest management areas."

"I would like to see some plan implemented to keep the students of this class abreast of future developments in the community."

"A most outstanding 3 weeks. The general theme of this course should be presented to higher management."

"Tours all showed excellent handling by course instructors and cooperating offices - no time wasted - good planning."

"I learned about a number of systems which I had never heard of before even though there is access to them in my agency."

". . . much greater understanding of other organizations in the intelligence community. Finally understand how one uses ADP systems such as DIAOLS, COINS, etc. I had no idea how broadly ADP is used in the community. The tours really emphasized that. I have a couple of ideas that could be applied to our office filing systems by using ADP index systems. [redacted] gave me the idea."

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"Congratulations on presenting a survey course which does just that. You people are to be commended for having enough guts to surface . . . problems as well as developments and advancements."

"I am amazed as to how certain computer systems can assist the intelligence analyst . . . now I'm not as 'fearful' of computer systems."

"The course should be expanded to 4 weeks."

(A student soon to leave for [redacted] indicated): "I feel more capable now of evaluating (community intelligence information handling) systems You have awakened me to many disciplines. I need to investigate them in much more depth."

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"In one of the [redacted] I saw in operation a system in which I had been personally involved but had never been afforded the opportunity to see in person. The briefing officer provided information which, at least to me, was new. I will check this out on return to work and make certain that my associates are informed."

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[redacted] and was very approachable and helpful at all times All staff instructors provided good instruction and seemed genuinely interested in us."

"The faculty was very professional All guest lecturers were truly outstanding"

One student, whose present assignment is to write a threat assessment of US Army Intelligence Gathering Systems as a target - at all levels of conflict, said the course ". . . has been helpful in telling me where to go to get info needed to do my job. . . . I was impressed by the cooperation of the agencies in regard to the presentations on the tours. I will return to my group with a strong recommendation that the project officers involved with all automated data processing and communications systems attend the course."

"I am the bottleneck for info flow in our shop and I'd better do something about it quick."

"The film 'Why Man Creates' was the best film of its type I have ever seen."

8. Student Comments - Negative:

Negative student comments took two forms - (1) things missing, and (2) things requiring more (or less) emphasis. Without exception the few comments in the second category canceled each other out. As to additional tours and briefings - they will be taken under advisement in the development of Class 2-73's schedule.

9. A Few Words to the Sponsor:

The combination of dedication and willingness to share in hard work is one I have found consistently present in my colleagues -

[redacted]
and that combination did much to make Class 1-73 of the Survey Course a success. A competent Administrative Assistant was also a must, and we had her in the person of [redacted] who got the course off to a smooth start despite incapacitating personal illness - and made certain that it ran to its conclusion without disruption. [redacted] was also outstanding.

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The problems associated with the conduct of a truly community-oriented course are immense. The transfer of security clearances alone proved a formidable problem. The smooth coordination of student registration was effected through the concerted efforts of the training course registrars of three major agencies and personnel of the Army, Navy and Air Force, and with some unusually constricting deadlines and unexpected complications. Without their patience and complete cooperation the course would not have begun. Personnel of the Defense Intelligence School - our hosts - exhibited the same spirit of cooperation. We are grateful to all who had a part in this venture's success.



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Course Director

Attachment:
Class Roster